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ABSTRACT

The study determined whether a residential outdoor education program in Rockford, Illinois provided a long lasting effect on those students who as 5th graders participated in a week long experience in 1963 or 1966. The hypotheses developed were: outdoor educational experiences provide a long lasting effect on those who have had the experience; past outdoor educational experiences provide for awareness of the environment and environmental problems; concepts for outdoor education are of value to outdoor educational programs; and parents who participated in outdoor educational experiences as students feel the experience was worthwhile and would support an outdoor education experience for their children. Data were obtained from: a letter sent to the teacher asking about the program, and attitude questionnaires mailed to 22 participants of the 1963 class and 16 of the 1966 class. Ten of the 22 and 5 of the 16 questionnaires were returned. It was found that the residential outdoor education experience that these adults participated in as children had had a long lasting effect on them. They remembered their experiences, and the activities they participated in. They felt that this experience was good and worthwhile to them, and it would be so to their children. The opportunity to enjoy the outdoors as children may have led to their interest in outdoor activities as adults. (NQ)

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# A STUDY OF THE EFFECTS A RESIDENTIAL OUTDOOR EDUCATION EXPERIENCE HAD ON ADULTS WHO ATTENDED A PROGRAM IN ROCKFORD AS STUDENTS IN 1963 AND 1966.

BY
MARY E. WARD

A Term Report Submitted in Partial Fulfillment
of the Requirements in

Outdoor Teacher Education 555: Introduction
to Educational Research in Outdoor Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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College of Education, Department of Outdoor Teacher Education
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# CHAPTER I

## INTRODUCTION

In the study of outdoor education, the purpose and the effect that it has on the many hundreds of students who participate in programs yearly, is an important aspect. A study of all the residential outdoor education programs in the United States would be nearly impossible, but to study a small group of students, now adults in Illinois would be a more reliable and probable study.

Did the residential outdoor education program at Rockford, Illinois, provide a lasting effect on those students who participated in a week long program in 1963 or 1966?

In order to study the problem , the following hypotheses have been developed.

1. Outdoor educational experiences provide for a long lasting effect on those who have had the experience.
2. Past outdoor educational experiences provide for awareness to the environment and environmental problems.
3. Concepts for outdoor education are of value to outdoor educational programs.
4. Parents who participated in outdoor educational experiences as students feel the experience was worthwhile and would support an outdoor education experience for their children.

A study made through review of literature and a survey provides information on the goals and objectives and the carry-over or impact outdoor education experiences play in the learning processes of students in such a program. This study will provide a resource for outdoor educators in analysis of, were basic outdoor education goals and concepts met in this specific program, and was there any environmental awareness of those students who participated in a program twelve or thirteen years ago.

It is probable that certain assumptions and limitations are noted before a problem is researched. The following are those assumptions that this researcher was aware of at the start of this study.

1. The statement of the problem and the hypotheses can be tested through a survey and review of literature and thus be proved to be true.

2. One experience is so unique and important that former students will remember their residential outdoor experience.

3. The adultsof this study will be able to determine whether or not the outdoor education concepts were fulfilled or not when they were students going through this program.

4. Outdoor activities that one participated in as a student in a residential program or as a child, may carry over into activities one participates in as an adult.

Limitations of this study were:

1. Return and response of survey may not come in, in the written quality as the researcher would wish.
2. Previous studies and research done on this problem may be hard to locate as no previous research may have been done.
3. Adults may not remember the outdoor experience or anything about the experience.

A definition of important terms is desired, in order to make this study more meaningful and understandable to the reader. Residential Outdoor Education Program or experience, is in this instance, the experience of a class of students and their teacher, that participated for a week at a camp, working, living, and learning together in the outdoors as a group.

## CHAPTER II

## REVIEW OF RELATED LITERATURE

Related literature is important to a study, as it lays the foundation needed. This researcher searched for literature or research which may have been done previously, that would give direction and information for the type of study that was done. This researcher could not find any previous study of adults reactions to their own past residential outdoor experience.

The researcher did find some information and studies which gave direction and information, that was general, but not specific.

A study was done on "Parent's perceptions of resident outdoor education at Rockford Illinois". This study by Jones and Swan, showed that parential attitudes and opinions of this outdoor education program, precieved it to be an excellent program. This program was enjoyable and profitable for the children that attended. (1)

A study was done by Roth in which adults involved with the field of environmental management education, answered questions of a survey in order to determine the concepts which would be more effective. It wasthe design of this study, which was a Likert Scale type of test, that provided valuable information to this researcher.(2)

Concepts of outdoor education programs constituted the larger portion of the questions on the survey and were derived from various articles found in the book by Donaldson and Goering, Perspectives on Outdoor Education---Reading.(3)

The concepts used are usually the basis for residential outdoor education programs.

The following concepts were from articles by the authors cited.

The basic concepts used from article by Blough.

1. provide children with many opportunities to experience directly what they are studying.
2. influence positively children's attitude toward learning.
3. help children recognize the values of our natural resources and to learn to use them wisely.
4. help children learn to live democratically with other children and adults and to assume responsibilities for the welfare of the group.
5. cultivate the children's interest in and appreciation for the out-of-doors which will carry over into later life. (4)

Environmental problems and issues used in survey were from Schoenfeld's article. Those issues were:

Soil Erosion
Timber Land Management
Degradation of Outdoor Recreation Areas
Pollution (5)

## CHAPTER III

## DESIGN OF THE STUDY

The procedure used in the design of this study can be stated in a simple form, which contains two parts:

1. the collection of data
2. the presentation of the facts, interpretation and conclusions.

Sources of data for this study came from, 1. data received as a result of a letter written to the teacher of this group of students when they were in the fifth grade, and 2. answers to the questionnaire that the researcher sent. The researcher also submitted an ERIC search (Educational Research Information Center) which did select and print out data from ERIC and the Educational Journals, stored in the computer. This data was broad and of no linkage with outdoor education or the type of study being searched.

A letter was written in mid September to Mrs. A. Pidrak who had been the teacher of this group of students on their residential outdoor education experience. The letter was not answered until mid November and was thus not available for use in writing of the questionnaire.

The researcher studied the problem in more depth and decided that outdoor education concepts should serve as a basis for the questionnaire.

The mail was selected as the best means for

administering the questionnaire. The names were thirty eight total and a questionnaire was sent to each. This group of students were selected on the avability of names and current addresses, from previous contact with the teacher and one of her students.

The data gathering instrument used was of the form that attempts to measure the attitude or belief of an individual, and is known as an opinionnaire or attitude scale. (6) It was important for this researcher to remember that to test for attitude depends on what the individual says. What the individual says, believes and feels is his attitude. Through the use of a questionnaire the individuals who responded gave a sample of their opinions to the questions asked.

This researcher used face validity for the direction of reliability of this study, and the questionnaire. It was not the intention of this researcher to determine the validity and reliability of these adults perceptions, opinions and attitudes of their past residential outdoor education experience. It was important to determine what these adults remembered about their outdoor experience, was it worthwhile and has it been long lasting in the effect it has had on them.

The type of test used for the section on outdoor education concepts was a Likert Scale. This scale attached a value to each of the five responses available on the questionnaire. The scale goes from agree strongly, value five to disagree strongly, value one.

The questions on the outdoor education concepts were closed form questions with a couple of openended questions to allow for specific yet flexiable indepth questions.

The other two sections of the questionnaire consisted of restricted questions. In the first section, the individual was asked to respond to environmental problems, which were remembered from childhood and what was aware of now as adults. The last section consisted of outdoor activities, the individual was to respond to those he had participated in during the residential outdoor education experience, and those he participates in now as an adult.

The last two sections were designed this way in order for the researcher to be able to see a correlation between program, environmental awareness and activity as a young student in a residential program and outdoor activities as an adult.

This researcher feels that it would have been beneficial to ask to what extent involvement as an adult in the outdoor activities has been. It is however very

difficult to measure the probability that those activities done as a fifth grader would have lead into adult life.

## CHAPTER IV

## PRESENTATION AND ANALYSIS OF DATA

Mrs. A. Pidrak, a fifth grade teacher in Blue Island Illinois took two of her classes, Fall 1966, and Winter 1963 to Rockford Illinois where they all participated in a residential outdoor education program.

The program at Rockford was the Atwood Outdoor Education School, located on the Kishwaukee River. At the time these two classes attended, the program would accept only a few outside schools. The site was beautiful: hills, woods, trails, the river, and old settlers cabin, some covered wagons and other early wagons, an old quarry for cookouts and rock study, and an old Civil War cemetery.

The cost of the program was thirty five dollars for five days and four nights, including meals. Some of the students were partialy subsidised.

The whole program was set up by the Director of the Outdoor Education School. There were two assistants plus the accompaning teacher. Each set of adults were responsible for one group and they rotated for the various activities. Outside speakers were present several evenings with slides. Evening hikes were taken to study constellations. Students had cleaning responsibilities, all made their beds, set tables served food and did the dishes. They predicted weather daily,

raised the flag, watched the birds, and fed the animals.

There was no pre-test given the classes, but as much orientation as possible was given by the teacher so the classes would know what to expect. The post-test consisted of a worksheet with questions covering all areas of the experience. The students worked together to construct a booklet which told of their ideas about their outdoor experience. Endless discussions about the experience were part of class room followup. The teacher also guided the students in using their newly gained knowledge in their daily work in star study, measurement, math, rocks, and history.

Preparation in the classroom before the experience involved students and teacher alike. The class was divided into three groups(by teacher, according to a sociogram). The teachers stressed in the class the rules and regulations that would have to be strictly ahered to. Students were involved in the business of collecting the money, giving receipts, signing vouchers. There was a treasurer, and secretary who took charge of that aspect. The groups decided upon a name for themselves. The teacher recieved a schedule and students were allowed to choose options for extra activities such as guitar, art, or building totem poles.

This experience was before the great surge toward awareness of pollution and its control. Signs of careless use of the resources by early settlers were all around the school

area. The area had also been missused during the Civil War and signs of this missuse still remained. There was stress in the direction of preventative measures to save our environment.

Involvement of parents of the students was only to a small extent. The parents attended a program about outdoor education and saw slides from the Rockford school before their children attended the program. (7)

This is a study concerning students now adults today and what they remember about their outdoor education experience. Were the outdoor education concepts fulfilled? Were these adults aware of environmental problems and are they aware today? Did these adults participate as students in outdoor activities and is there a carry over to the activities they participate in today? Would these adults want their children to have a similar experience? These questions will be answered in the following pages.

A small number of questionnaires were sent out. An even smaller number of questionnaires were returned. This is however to be expected, the researcher still feels that those questionnaires returned did provide valid information for this study.

The total number of questionnaires sent out was thirty eight. The class from 1963 was sent twenty two questionnaires, and the class of 1966 was sent sixteen. The two groups are divided into groups according to year and class at this point to see the distribution. This distribution is seen in two areas, the questionnaires sent and those returned.

TABLE 1

DISTRIBUTION BY YEAR AND SEX

OF

QUESTIONNAIRES SENT AND RETURNED

| | 1966 | 1963 |
|---|---|---|
| SENT | 16 | 22 |
| RETURNED | 5 | 10 |

| | MALE/FEMALE | | MALE/FEMALE | |
|---|---|---|---|---|
| SENT | 9 | 7 | 11 | 11 |
| RETURNED | 3 | 2 | 6 | 4 |

Total Number of Questionnaires Returned 15

The following statements are those responses received in answer to the questions found on the questionnaire. The responses are divided by class year, sex, and questions.

What experiences do you remember from your residential outdoor educational experience?

1966-Female

"Visiting an old cemetery, and old trappers cabin".

1963-Male

"Taking hikes, cookout, learning about forecasting weather, measuring board feet in trees, star constellations, geology, owl droppings---when I think about it a little about a whole lot of things".

"Singing, square dancing, bird watching, hiking, various activities in the cemetery, cookout, making terrarium".

"Square dancing, geology, astrology, measuring board feet , ghost hike, eating an outdoor meal by the covered wagons, banding birds, learning about birds and trees. I also remember it being cold enough to freeze the ink in my ball point pen and the loud snoring in the dorm."

"My most vivid memories are of having a cook out in cold weather, learning to square dance, learning about weather, and everyone helping with the chores without complaints."

1966-Female

"The meeting of new friends, singing songs, making things in crafts, working on an outdoor project, and helping one another."

"I remember being in the field and hiking down different beautiful trails."

"Studied Indians of the area, learned about geology and supplemented that by rock hunting. Learned a little about stars and their constellations. We were taught to observe by hiking. On conservation all I remember hearing was 'Don't Litter'."

Activities remembered most often by different individuals in the class of 1963 were:

Bird study, watching, tagging
Cookout
Hiking
Weather, and study of.

Other activities remembered more than once, by either one sex, the other, or both, included:

Stars
Geology
Square Dancing
Singing
Working Together
Measuring Board Feet
History-Cemetery-Indians-Civil War.

The low number of activities remembered by those who responded from the class of 1966 is attributed to the fact that the question may have been overlooked. The small number is also attributed to the small number of responses.

Would you as a parent want your child to have the chance to participate in the same type of residential outdoor education program? *Would you be happier with a better experience, more of the same experience or a different experience?

1966-Female

"More of the same experience."

"I would be happy with the same experience and better."

1966-Male

"The experience over all was a good one. Seeing what it is like to be away from ones home and family and also seeing the actual thing one is learning about. I would have liked to have had more experiences such as that one while I was small."

"The experience at the outdoor educational school is one which I remember as being good and positive."

1963-Female

"The experience that I had was a good one. I still think of the times we had there. All of us had such a good time. It was a good opportunity for children without much money to have a good educational experience away from home. I wish and hope more children have the opportunity that I had."

"I would think that children today would enjoy exactly what we had when we attended the outdoor school with our class."

"From what I remember of the experience, I would want more of the same."

"My outdoor educational experience lasted all of one week, a time period which is much too short, I think, for a child of 11 (as I was) to be impressed with more than just the novelty of spending a week with one's classmates."

1963-Male

"I remember having a great time. More of the same would have made elementary school more fun."

"It was a fantastic opportunity just how it was."

"I really enjoyed this experience, the people I was with the place we were at, the things we did. I still remember today many of those things. I am still interested in the natural outdoors today as a result of it."

"This was a very good and valuable experience which I was happy with. I feel experiences of this type are always valuable whenever a person (child or adult) can personally relate. Doing (actually) things, I feel is more important than being told how to do them."

"I was very happy with the experience I had, but I did think(or do think now) that the program was somewhat slanted toward utilization (explortation) of resources, rather than the intelligent conservation of our resources, eg. the excerise of measuring board feet of trees was geared toward cutting of timber. I thought it was an excellent experience and remember it as being significant after all these years."

The findings, derived from these statements, show that this experience was worthwhile and has had a lasting effect on these adults who attended an outdoor education program as children.

There were five questionnaires returned from the class of 1966, and all were used in the evaluation of the following data, however out of the ten returned from the class of 1963, only nine were used.

The reason that the tenth response was not used was the responses he made, and his reasoning he made in comment for these responses. This person responded with -disagree- on every question he answered. His reasoning, as he stated in his comment was, "I would have given affirmative answers to all the questions if in place of 'give' and 'develop' the words 'enhance' and/or 'add to' were used." It is this researchers feelings that this is invalid, for to use those words suggested would make the sentence unreadable, and would take away from the meaning. It was also presumed, that if all questions were marked 'disagree', then the questions were not read and therefore, the answers were not valid.

The results for the first part of the questionnaire the section on outdoor education concepts, were decided by the use of the mean score, and divided into classes, by years the outdoor education program was attended.

The second table shows the questions ranked according to their mean score by the year of the program.

TABLE 2

RESPONSE TO OUTDOOR EDUCATION CONCEPTS

| CONCEPT | MEAN SCORES | |
|---|---|---|
| | 1963 | 1966 |
| 1. Did the residential outdoor program give you as a child appreciation of the outdoors? | 4.55 | 4.6 |
| 2. Did the residential outdoor program give you as a child the ability to recognize the values of our natural resources and to learn to use them wisely? | 4. | 3.8 |
| 3. Did the residential outdoor program develop in you as a child interest in, and appreciation for the out-of-doors, which has been a carry-over to your adult life? | 4.11 | 4.4 |
| 4. Did the residential outdoor program for you as a child help to make regular school learning become more meaningful through the application of knowledge acquired in the classroom to practical outdoor experiences? | 3.6 | 3.8 |
| 5. Did the residential outdoor program give you as a child the opportunities to experience directly what you were studying? | 4.22 | 4. |
| 6. Did you living in the residential program as a child, with other children and adults, learn to live cooperately with others and assume responsibilities for the welfare of the group? | 4.44 | 3.8 |

TABLE 2--continued

| CONCEPT | MEAN SCORES 1963 | 1966 |
|---|---|---|
| 7. Did the residential outdoor program give you as a child the opportunity to develop creative, communication and work skills? | 3.88 | 3.4 |
| 8. Did the residential outdoor program influence you as a child toward positive learning? | 3.88 | 3.4 |
| 9. Did the residential outdoor program give you as a child knowledge and appreciation of the environment and man's relationship to his environment? | 4. | 4.4 |
| 10. Did the residential outdoor program give you as a child the incentive to seek out knowledge through independent study and direct learning experiences? | 4.11 | 4. |
| 11. Would you, as a parent, want your children to have the chance to participate in the same type of residential outdoor educational program? | 4.77 | 5. |

TABLE 3A

RANK ORDER OF CONCEPTS BY MEAN SCORES

1963

| CONCEPT | MEAN SCORE |
|---|---|
| 1. Would you, as a parent want your children to have the chance to participate in the same type of residential outdoor educational program? (#11) | 4.77 |
| 2. Did the residential outdoor program give you as a child appreciation of the outdoors? (#1) | 4.55 |
| 3. Did you living in the residential outdoor program as a child, with other children and adults, learn to live cooperately with others and assume responsibilities for the welfare of the group? (#6) | 4.44 |
| 4. Did the residential outdoor program give you as a child the opportunities to experience directly what you were studying? (#5) | 4.22 |
| 5. Did the residential outdoor program develop in you as a child interest in, and appreciation for the out-of-doors, which has been a carry-over to your adult life? (#3) | 4.11 |
| Did the residential outdoor program give you as a child the incentive to seek out knowledge through independent study and direct learning experiences? (#10) | 4.11 |
| 6. Did the residential outdoor program give you as a child the ability to recognize the values of our natural resources and to learn to use them wisely? (#2) | 4. |
| D'd the residential outdoor program give you as a child knowledge and appreciation of the environment and man's relationship to his environment? (#9) | 4. |

TABLE 3A--continued

1963

| CONCEPT | MEAN SCORE |
|---|---|
| 7. Did the residential outdoor program give you as a child the opportunity to develop creative, communication and work skills? (#7) | 3.88 |
| Did the residential outdoor program influence you as a child toward positive learning? (#8) | 3.88 |
| 8. Did the residential outdoor program for you as a child help to make regular school learning become more meaningful through the application of knowledge acquired in the classroom to practical outdoor experiences? (#4) | 3.6 |

TABLE 3B

RANK ORDER OF CONCEPTS BY MEAN SCORES

1966

| CONCEPT | MEAN SCORE |
|---|---|
| 1. Would you, as a parent, want your children to have the chance to participate in the same type of residential outdoor educational program? (#11) | 5 |
| 2. Did the residential outdoor program give you as a child appreciation of the outdoors? (#1) | 4.6 |
| 3. Did the residential outdoor program develop in you as a child interest in, and appreciation for the out-of-doors, which has been a carry-over to your adult life? (#3) | 4.4 |
| Did the residential outdoor program give you as a child knowledge and appreciation of the environment and man's relationship to his environment? (#9) | 4.4 |
| 4. Did the residential outdoor program give you as a child the opportunities to experience directly what you were studying? (#5) | 4. |
| Did the residential outdoor program give you as a child the incentive to seek out knowledge through independent study and direct learning experiences? (#10) | 4. |
| 5. Did the residential outdoor program give you as a child the ability to recognize the values of our natural resources and to learn to use them wisely? (#2) | 3.8 |
| Did the residential outdoor program for you as a child help to make regular school learning more meaningful through the application of knowledge acquired in the classroom to practical outdoor experiences? (#4) | 3.8 |

TABLE 3B--continued

1966

| CONCEPTS | MEAN SCORE |
|---|---|
| 5. Did you living in the residential outdoor program as a child, with other children and adults, learn to live cooperately with others and assume responsibilities for the welfare of the group? (#6) | 3.8 |
| 6. Did the residential outdoor program give you as a child the opportunity to develop creative, communication and work skills? (#7) | 3.4 |
| Did the residential outdoor program influence you as a child toward positive learning? (#8) | 3.4 |

The correlation between the responses of the two classes were limited to the questions that were ranked as one and two.

> Would you as a parent, want your child to have the chance to participate in the same type of residential outdoor education program?

| 1963 | 1966 |
|---|---|
| 4.77 | 5 |

The program that these two groups attended as children was worthwhile as is shown in their response and their comments recorded earlier in this paper. These adults would want their children to participate in the same type of residential outdoor educational experience that they did.

> Did the residential outdoor program give you as a child appreciation of the outdoors?

| 1963 | 1966 |
|---|---|
| 4.55 | 4.6 |

The program that both of these groups attended gave them appreciation of the outdoors.

The mean scores of this study have all been positive. Those scores above 3.3 are positive and those below 3.3 would be negative.

The lowest scored questions for the two classes were the following two questions.

> Did the residential outdoor program give you as a child, the opportunity to develop creative, communication and work skills?

| 1963 | 1966 |
|---|---|
| 3.88 | 3.4 |

Did the residential outdoor program influence you as a child toward positive learning?

| 1963 | 1966 |
|---|---|
| 3.88 | 3.4 |

It is this researchers opinions that these two questions were subjected to what the adults remember of their outdoor experience. Opportunities to develop creative and work skills were part of the program, with story telling, campfire, and crafts, and the work skills were, sharing of the planning, setting tables, making beds and keeping their(students) living quarters clean and neat. These are activities that these adults, in general, probably do not remember as well, as other activities.

The question on positive education leads, to the idea that if a child had not been influenced toward positive education before this experience, then this experience may not have made an impact on the child's learning and education.

It is important to note that with the class of 1963 these two questions were ranked higher than with the class of 1966. This leads to the assumption that the program of 1963 may have been more intense, and focused on more of the

basic concepts of an outdoor education program than was the program in 1966.

The rest of the questions were agreeded upon by both groups with their mean scores being similar. The mean scores were so close to each other and positive, that they were not analysized, separately. According to the responses, these concepts were fulfilled during the two residential outdoor educational programs that these adults attended as children.

The responses to the section on awareness of environmental problems is divided by the year and child and adult response. The total number of responses for each problem is indicated, in Tables 4A and 4B.

TABLE 4A

RESPONSES TO ENVIRONMENTAL PROBLEMS

1963

| PROBLEM | CHILD | ADULT |
|---|---|---|
| Soil Erosion | 4 | 5 |
| Pollution | 6 | 6 |
| Air | 6 | 6 |
| Water | 5 | 5 |
| Land | 5 | 5 |
| Wildlife | 5 | 5 |
| Timberland Management | 5 | 6 |
| Degradation of Outdoor Recreation Areas | 5 | 6 |

TABLE 4B

RESPONSES TO ENVIRONMENTAL PROBLEMS

1966

| PROBLEM | CHILD | ADULT |
|---|---|---|
| Soil Erosion | 1 | 1 |
| Pollution | 2 | 4 |
| Air | 4 | 4 |
| Water | 3 | 4 |
| Land | 3 | 4 |
| Wildlife | 3 | 4 |
| Timberland Management | 0 | 1 |
| Degradation of Outdoor Recreation Areas | 0 | 2 |

Awareness of environmental problems increased as these students became adults.

The large difference in the awareness is that the group that were students in 1963 were more aware of the problems of soil erosion, timberland management and degradation of recreation area, than were those students in 1967, as both students and adults. It is possible to assume that the class of 1963 had environmental problems that were apparent to them where they were, stressed, more than did the group three years at the same location.

There is no table which shows the rank order of the environmental problems, as the responses were so close together, and the exceptions to this have already been delt with.

TABLE 5A

RESPONSES TO OUTDOOR ACTIVITIES

1963

| ACTIVITY | CHILD | ADULT |
|---|---|---|
| Canoeing | 1 | 3 |
| Hiking | 10 | 8 |
| Cook-outs | 6 | 7 |
| Camping | 1 | 7 |
| Swimming | 2 | 10 |
| Climbing | 4 | 6 |
| Cross-Country Skiing | 0 | 2 |
| Snow-Shoeing | 0 | 0 |
| Ice Skating | 3 | 6 |
| Bird Watching | 5 | 2 |
| Fishing | 0 | 4 |
| Nature Crafts | 8 | 5 |

TABLE 5B

RESPONSES TO OUTDOOR ACTIVITIES

1966

| ACTIVITY | CHILD | ADULT |
|---|---|---|
| Canoeing | 0 | 0 |
| Hiking | 4 | 4 |
| Cook-outs | 2 | 4 |
| Camping | 1 | 3 |
| Swimming | 1 | 4 |
| Climbing | 2 | 3 |
| Cross-Country Skiing | 0 | 0 |
| Snow-Shoeing | 0 | 0 |
| Ice Skating | 2 | 3 |
| Bird Watching | 3 | 0 |
| Fishing | 0 | 3 |
| Nature Crafts | 4 | 3 |

Tables 5A and 5B on the responses to outdoor activities showed that, the activities at the outdoor program in 1963 did not involve all the activities listed, there are activities which more than one of these students have remembered.

Hiking
Cook-out
Bird Watching
Nature Crafts

These were the activities that these adults remember doing as students, which were very much a part of their outdoor experience. Of the activities listed, hiking, cook-outs, and nature crafts are still done by a majority of five or more of those who responded, from the class 1963. Other activities they participate in now as adults are, camping swimming, climbing, and ice skating.

The activities at the outdoor program for the class of 1966 did not involve all of those on the list. Those activities remembered most from the experiences were ,

Hiking
Bird Watching
Nature Crafts.

Nature crafts and hiking are still activities for those who responded from the class of 1967, as well as other activities for the majority; cookouts, camping, swimming, climbing, ice skating, and fishing.

It is the researcher's observation that since not all activities listed were part of the program, but that they were indeed checked as being remembered, that these activities were those activities that these adults did participate in as children, but at a different time.

There is not a strong correlation between all outdoor activities from child to adult years, there is the posibility that the opportunity to enjoy the outdoors through some activities as a child has lead to the interest in the outdoors as adults.

This study was conducted in order to determine whether or not the residential outdoor education program at Rockford Illinois provided a long lasting effect on those students who participated in a week long program in 1963 or 1966.

The hypotheses of this paper were proven, as is seen in the results following each section of the questionnaire analyzed. This researcher feel that the residential outdoor program that these adults had as children has had a definite long lasting effect on those who responded to the questionnaire.

# CHAPTER V

## SUMMARY AND CONCLUSIONS

This study was undertaken to determine whether or not a residential program in Rockford Illinois provided a long lasting effect on those students who participated in a week long experience in 1963 or 1966.

These hypotheses used were also accepted as proven through the research of the groups who attended the program in Rockford Illinois.

1. Outdoor educational experiences provide for a long lasting effect on those who have had the experience.
2. Past outdoor educational experiences provide for awareness to the environment and environmental problems.
3. Concepts for outdoor education are of value to outdoor educational programs.
4. Parents who participated in outdoor educational experiences as students feel the experience was worthwhile and would support an outdoor education experience for their children.

To learn more about the question studied, this study was designed in this way;

1. Collection of data
2. Presentation of the facts, interpretation and conclusions.

The main sources for the data gathered were: 1. a letter written to the teacher asking about the program,

2. questionnaire sent to adults who had participated as children in the outdoor experience in 1963 or 1966.

The major findings of this study were:

1. Adults who participated in this program remember this experience to have been good and worthwhile.

2. These adults remember many various activities which were an important part of their outdoor experience.

3. These adults feel that the program gave them as children an appreciation for the outdoors.

4. Past outdoor educational experiences provide for awarness to the environmental problems and the environment.

5. The opportunity to enjoy the outdoors as children through various activities, may have lead to interest in outdoor activities as adults.

6. These adults would like their children to have this same type of outdoor education experience.

The residential outdoor education experience that these adults participated in as children has had a long lasting effect on them. These adults remember their experiences, the activities they participated in, and they feel that this experience was good and worthwhile to them, and it would be so to their children. It is this researcher's conclusion that residential outdoor educational programs are valuable experiences, and are long lasting in the education of children.

For futher research it is suggested that, the question of the long lasting effect outdoor education plays, be approached differently.

It would be valuable to study a group that had a similar experience ten, fifteen or twenty years ago. A study of the group to see if this was their only outdoor educational experience, were concepts set down by the teachers or school before the experience, thus the results would be more valid if the concepts used by the teachers were those involved in a questionnaire.

# FOOTNOTE BIBLIOGRAPHY

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# APPENDIX

DATE_____

NAME_____

OCCUPATION_____

YEAR OF RESIDENTIAL OUTDOOR EDUCATIONAL PROGRAM_____
(1965, 1966, other)

LOCATION OF PROGRAM_____ SEASON_____

Please answer the following questions and return the questionnaire in the self-addressed stamped envelope.

What experiences do you remember from your Residential Outdoor Educational Experience?

The following statements relate in one way or another to residential outdoor education concepts. Please indicate the extent to which you agree or disagree with each statement by marking the appropriate space.

AS-Agree Strongly
A--Agree
U--Undecided
D--Disagree
DS-Disagree Strongly

1. Did the residential outdoor program give you as a child appreciation of the outdoors?

AS____ A____ U____ D____ DS____

2. Did the residential outdoor program give you as a child the ability to recognize the values of our natural resources and to learn to use them wisely?

AS____ A____ U____ D____ DS____

3. Did the residential outdoor program develop in you as a child interest in, and appreciation for the out-of-doors, which has been a carry-over to your adult life?

AS____ A____ U____ D____ DS____

4. Did the residential outdoor program for you as a child help to make regular school learning become more meaningful through the application of knowledge acquired in the classroom to practical outdoor experiences?

AS____ A____ U____ D____ DS____

5. Did the residential outdoor program give you as a child the opportunities to experience directly what you were studying?

AS____ A____ U____ D____ DS____

6. Did you living in the residential outdoor program as a child, with other children and adults, learn to live cooperately with others and assume responsibilities for the welfare of the group?

AS____ A____ U____ D____ DS____

7. Did the residential outdoor program give you as a child the opportunity to develop creative, communication and work skills?

AS____ A____ U____ D____ DS____

8. Did the residential outdoor program influence you as a child toward positive learning?

AS____ A____ U____ D____ DS____

9. Did the residential outdoor program give you as a child knowledge and appreciation of the environment and man's relationship to his environment?

AS____ A____ U____ D____ DS____

10. Did the residential outdoor program give you as a child the incentive to seek out knowledge through independent study and direct learning experiences?

AS____ A____ U____ D____ DS____

11. Would you, as a parent, want your children to have the chance to participate in the same type of residential outdoor educational program?

AS____ A____ U____ D____ DS____

Would you be happier with a better experience, more of the same experience, or a different experience? Please comment.

(over)

Some of the following items may be considered environmental problems. Would you please check those you were aware were problems when you were a child. Check also those which you consider to be a problem today.

| | CHILD | ADULT |
|---|---|---|
| Soil Erosion | ____ | ____ |
| Pollution | ____ | ____ |
| Air | ____ | ____ |
| Water | ____ | ____ |
| Land | ____ | ____ |
| Wildlife | ____ | ____ |
| Timberland Management | ____ | ____ |
| Degradation of Outdoor Recreation Areas | ____ | ____ |

Please check the following activities that you participated in as a child in the residential outdoor education program. Check the activities that you participate in now as an adult.

| | CHILD | ADULT |
|---|---|---|
| Canoeing | ____ | ____ |
| Hiking | ____ | ____ |
| Cook-outs | ____ | ____ |
| Camping | ____ | ____ |
| Swimming | ____ | ____ |
| Climbing | ____ | ____ |
| Cross-Country Skiing | ____ | ____ |
| Snow-shoeing | ____ | ____ |
| Ice Skating | ____ | ____ |
| Bird Watching | ____ | ____ |
| Fishing | ____ | ____ |
| Nature Crafts | ____ | ____ |